

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 3:39 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Afterschool Youth Enrichment Program (AYEP)		183-902		
Vendor ID #	ESC Region #	DUNS #		
46-0687387	7	080208103		
Mailing address		City	State	ZIP Code
P.O. Box 1141		Carthage	TX	75633

Primary Contact

First name	M.I.	Last name	Title
Isha	N	Brown	Director
Telephone #	Email address		FAX #
903-693-3351	weareayep@gmail.com		

Secondary Contact

First name	M.I.	Last name	Title
Matilda	P	Roberson	Board Member
Telephone #	Email address		FAX #
(903) 693-2751	proberson@carthageisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Isha	N	Brown	Director
Telephone #	Email address		FAX #
903-693-3351	weareayep@gmail.com		
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-18-111-141

Schedule #1—General Information

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

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By TEA staff person:

N/A
Schedule #3—Certification of Shared Services

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

N/A

Schedule #3 Certification of Shared Services (cont.)

County-district number or vendor ID: 46-0687387			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

N/A

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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On this date:

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The proposed program outlined in this application will serve 100 students, grade levels K through 6th in the following schools: Baker Koonce Intermediate, Carthage Primary, and Libby Elementary. Two of these schools, Libby Elementary and Baker Koonce Intermediate are 2017-18 Focus schools. Participating students will be intentionally recruited to help them meet their full educational potential. Programming will be held from 3:30 p.m. to 6:30 p.m. Monday through Friday throughout the regular school year. The summer schedule will run from 8:00 a.m. to 12:00 p.m. for six weeks. Activities in the program will target academic performance, attendance, student behavior, promotion rates and graduation rates.

Proposed activity goals are:

- Provide academic enrichment and tutorials to help students meet state and local academic achievement standards in the core academic subject of mathematics, reading, science, and social studies
- Offer students a broad variety of services, programs, and activities that are designed to reinforce as well as complement the regular academic program – youth development activities; drug and violence-prevention programs; counseling programs; art, music, and recreational programs; technology education programs; and character education programs.
- Offer families of students served opportunities for literacy, employability and related educational development during or after school hours (including summers).

Each day during the school year, the program will spend its first sessions focused on completing homework and academic interventions. The remaining sessions will focus on enrichment activities that include recreation, art, youth development, mentoring, college and career readiness and STEM related activities.

The ACE Director will conduct weekly observations to gather data, evaluate and provide recommendations to ensure that operation of the program is effective and beneficial to targeted students. The Site Coordinator will oversee all program activities for students and family members, collect, coordinate and enter data into the 21st CCLC database system, meet with campus administrators and utilize campus and student data to develop activities for the center. An external evaluator will assess the program to ensure proper functioning and the best service to students.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$290,375	\$	\$290,375
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$3,000	\$3,000
Schedule #9	Supplies and Materials (6300)	6300	\$20,000	\$	\$20,000
Schedule #10	Other Operating Costs (6400)	6400	\$33,500	\$	\$33,500
Schedule #11	Capital Outlay (6600)	6600	\$3600	\$	\$3600
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$347,475	\$3,000	\$350,475
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$347,475	\$3,000	\$350,475

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$350,475
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$17,523

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 46-0687387			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor		7	\$80,500
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	1		\$41,000
6	Family engagement specialist (required)		1	\$20,000
7	Secretary/administrative assistant	1		\$30,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Family Liaison		3	\$24,000
20				\$
21				\$
22	Subtotal employee costs:			\$255,500
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$34,875
27	Subtotal substitute, extra-duty, benefits costs			\$34,875
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$290,375

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 46-0687387		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	\$3000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$3000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$3000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 46-0687387		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$20,000
Grand total:		\$20,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 46-0687387		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$33,500
Grand total:		\$33,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 46-0687387			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Computer for Project Director	1	\$500	\$500
3	Computer for Family Engagement Specialist	1	\$500	\$500
4	Computer for Site Coordinator	1	\$500	\$500
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Kidney Tables	6	\$350	\$2100
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$3600
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full-time (40 hours per week) position. The Project Director has extensive experience in designing and managing federal programs with successful experience in STEM as well as in Professional development and Project Based Learning (PBL).
2.	Site Coordinator(s)	The Site Coordinator is a full-time (40 hours per week) position. The Site Coordinator is fully certified in Early Childhood Development (E-6) with successful experience in Project Based Learning, STEM education, Professional Development, and Technology integration.
3.	Family Engagement Specialist	The Family Engagement Specialist is a part-time (20 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Staffing	1. Identify external evaluator	08/01/2018	08/31/2018
		2. Hire Project manager	08/01/2018	08/31/2018
		3. Hire Site coordinators/FES	08/01/2018	08/31/2018
		4. Hire other site staff	08/01/2018	09/30/2018
		5. Train Site staff in policies and procedures	08/01/2018	09/30/2018
2.	Implementation of Program	1. Create recruitment, enrollment materials, schedule	08/01/2018	09/01/2018
		2. Survey student interest	08/01/2018	09/06/2018
		3. Enroll initial cohort of students and launch program	08/01/2018	06/01/2019
		4. Continually coordinate with school day teachers	09/15/2018	05/01/2019
		5. Identify external evaluator	09/15/2018	05/01/2019
3.	Family and Community	1. FES conduct family/community surveys	09/15/2018	05/01/2019
		2. FES present findings to PD/SC	09/01/2018	07/01/2019
		3. Create calendar for family activities	09/01/2018	07/01/2019
		4. Enroll parents into family offerings	09/01/2018	07/01/2019
		5. Track data on family activities	09/01/2018	07/01/2019
4.	Build for Sustainability	1. Establish ACE Advisory Board	09/01/2018	09/30/2018
		2. Present Advisory Board to Community	10/01/2018	10/30/2018
		3. Focus STEM and other grant writing	09/01/2018	07/01/2019
		4. Meet with Advisory Board monthly	09/01/2018	07/01/2019
		5. Recruit sponsors/community members for funding	11/01/2018	07/01/2019
5.	Evaluation	1. Work with Evaluator to identify targets quarterly	09/01/2018	07/01/2019
		2. Create process to collect quantitative data	09/01/2018	07/25/2019
		3. Collect qualitative data from surveys	09/01/2018	07/25/2019
		4. Approve final draft of final yearly evaluation	07/15/2019	07/25/2019
		5. Share formative evaluation	08/01/2019	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Multiple sources of data were reviewed to determine the needs and resources for this program. This list, though not exhaustive, included: District's most recent TAPR, results from the comprehensive needs assessment of each campus, Campus Improvement Plans, District goals, Disaggregated STAAR Data, Discipline Referrals, Failure Lists, Parent Participation snapshots, PEIMS, Promotion/Retention Rates, Report Card Grades, Special Programs Evaluations, Special Student Populations, Community Engagement reports and Student Progress summaries. District-wide, Carthage ISD has high percentages of at-risk students, which include LEP, and students who have been retained. Traditionally, a persistent academic achievement gap has existed between student subgroups; specifically, between African American (AA), Hispanic (H), Economically Disadvantaged (ECD), Limited English Proficient (LEP), and Special Education (SPED) students to their counterpart White (W) students. STAAR scores from the elementary school are indicative of this gap. Improvement Plans for all campuses indicate the need to increase the performance level of students in meeting the state and local student academic achievement standards, with a priority focus needed in both Reading and Math. One of the objectives of the Libby Elementary campus is to "increase the performance level of the subgroups in Reading." The comprehensive needs assessment revealed in Reading the following student achievement gaps for 4th and 6th grades. Texas Academic Performance Reports reveal that of the 79% of 4th grade students meeting the standard in Reading - only 51% of African American (AA) students, 59% of Limited English Proficiency (LEP) students, 60% of Hispanic (H) students and 58% of Economically Disadvantaged (EDC) students met the standard, compared to 79% of White (W) students. Although gaps existed in the 5th grade reading, the student group differences were closer, because the 5th grade students are allowed to retake the tests due to SSI guidelines. The 6th grade Reading STAAR scores showed similar outcomes as the 4th grade. The All Students group scored 67% whereas AA students fell well below the average at 47%. LEP students were at 43%, H students were at 61% while EDC students were at 60%. Serious gaps were found with the Special Education subpopulation as 4th Grade reading scores were at 50% and 6th Grade was at a low of 36%. The 4th-6th campus was indicated as a priority school by the Texas Education Agency because of their scores did not meet the set standards. These student groups would be considered a primary target for the program, as they are most in need of assistance in meeting state requirements for advancing to the next grade and graduating from high school. Regional needs assessments revealed the following: that our county has the highest dropout rate in the region at 8.5%, compared to the state rate of 6.3% and the regional rate of 3.6% and has one of the lowest rates of high school to college enrollment at 101.9 per 1,000 students, compared to the region's 108.9 and the state rate of 108.8. The 21st CCLC/Texas ACE program will offer extended opportunities for students to receive additional academic enrichment supports such as tutoring, help with homework, and additional wraparound services that will further enhance the success of our students. Research shows that family engagement in afterschool activities can lead to increased family involvement in children's education and school. Campus level data at each of the feeder schools showed a great need for parent engagement. Many working families are unable to participate in school-day parent involvement activities. The Texas 21st CCLC/Texas ACE program would provide additional opportunities for families to engage in activities and learning opportunities at days, times and hours much more accessible for working families. Many parents of our students lack the literacy and basic skills needed to assist their students with homework and classroom curriculum activities. The campuses have allowed the program to have access to daily lesson plans which will be used in helping students with their homework. Parent involvement activities will be established through the program whereas teachers will demonstrate skills needed to assist their children. Needs assessments of the county revealed it has one of the highest number of TANF (Temporary Assistance for Families in Need) recipients, and ranks 2nd for the highest unemployment rate in the region. The 21st CCLC/Texas ACE program's adult literacy and educational development services would greatly support the families in their child's academic success. Connecting our families to a Family Engagement Coordinator would further enhance the positive outcomes for both the students and their families participating in the program through connecting families with additional support and resources available in the community.

Enrichment activities to promote reading include: "Book Buddy" weekly take home stuffed animal characters based on books with included family activities, connections with the local library where all students will receive library cards; high school and community college student teaching volunteers to assist students in one-on-one reading activities. A certified Fine Arts teacher will volunteer services once a week promoting drama, poetry and puppetry.

Library volunteers will provide story times with students and provide information concerning reading programs. The program director will be in charge of scheduling all activities to assure program compliance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

AYEP will secure a signed Memorandum of Understanding (MOU) with each of the schools/school district in the proposed program. These MOUs will be renewed annually and will be amended to reflect the additional services the AYP provides the schools for the after-school program and additional services the school/school district will provide. The MOUs will include the agreement on facilities sharing, financial responsibilities, content coaching, professional development, and technical assistance.

AYEP is deeply embedded in the schools. As part of our MOU, the Site Coordinator will serve on the Community Advisory Council. We have a history of working with the districts' administration and curriculum departments to ensure that the professional development offered to the AYP teachers is aligned with the curricula of the school and ensures increased student success. We believe in providing professional development that is "just-in-time" and immediately applicable to the teachers in the classroom. This requires close communication and coordination with the school district. Additionally, we will work with the district to analyze academic programming and provide assistance to the schools to ensure that we are meeting the needs of the students and providing clear pathways to post-secondary readiness.

Through collaborative efforts CISD administration and community stakeholders currently offer some after-school services to students of the district through the Afterschool Youth Enrichment Program. The 21st CCLC/Texas ACE program provides the opportunity to expand and enhance these services by providing identified at-risk, economically disadvantaged and LEP students with guided activities targeted to increase academic skills, establish good behavior and citizenship qualities, increase school attendance, and improve their chances for promotion and ultimately graduation from high school. CISD currently provides a district-owned facility for the Afterschool Youth Enrichment Program, less than 1/2 mile walking distance for students at two of the three campuses and less than 1 mile for the intermediate school. Coordinated efforts to maximize the effectiveness of the grant funds will include continued diversified funding streams to support the afterschool program, continued strategic partnerships and community collaborations with local civic groups, corporate foundations, local businesses, and local government to leverage our funding by aligning resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Academic Performance - Additional support for students who need it the most (academic enrichment, tutoring, homework assistance); Access to innovative instructional techniques to enhance student learning and expand on the school day; Activities that will supplement and complement the regular school day instruction in unique ways; Offer learning opportunities that help parents support students academically; Impact family engagement with learning at school through family literacy and educational support services; Learning opportunities on the importance of being involved and the connection between family engagement and student success; Increase in state assessment scores of participants; Increased grade promotion; Increased graduation rates

Attendance - Fewer absences among participants; Increase school day attendance; Increased grade promotion; Increase in state assessment scores of participants; Enhanced school culture of strong attendance; Provide learning opportunities for students and families on the importance of attendance & its connection to student achievement;

Discipline - Promotion of positive behavior; decreased disciplinary incidents and suspensions; Learning opportunities for families on research-based social and emotional behavior in children and on positive behavior and its connection to student learning and achievement; Connect students to adult mentors who serve as positive role models for students and will provide additional guidance, support and involvement; Students who become peer mentors in their schools

Promotion/Advancement - Fewer retentions; Additional support for students who have been retained to prevent students from being retained again; Increased state assessment scores of participants; Learning opportunities for families on ways to help students succeed in school;

Graduation – County assessment data revealed that Panola County has the highest dropout rate in the region. The 21st CCLC/Texas Ace program will impact the local and state objective to decrease dropout rates. It will also provide additional support for students who need it the most and in turn increase the number of students successful on state standards, being promoted and therefore graduating college and career ready

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The STEM initiative builds on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics (STEM) careers. STEM offers a proactive and strategic approach to empower Texas educators with the tools needed to transform teaching and learning methods for the new century.

The center will use the Project Based Learning (PBL) approach adopted by the Buck Institute for Education (bie.org). Students will participate in a dynamic classroom approach and actively explore real world problems and challenges using hands on and innovative methods. This approach along with incorporating 21st century skills will equip students with the necessary tools for the workforce. All AYEP staff will be trained on these strategies and participate in quarterly professional development sessions facilitated by the Project Director and provided by The University of Texas at Tyler.

Based on the data, many students have barriers to learning which include - difficulty managing attention, emotions and behavioral responses. These barriers greatly decrease the student's academic success and require excessive teacher support to make positive gains. It was noted that the strategies implemented in a current Life Lab program offering gardening, drumming, yoga and mentoring/buddy programs helped students to be more attentive, engaged and interact in positive ways with their peers including the students who normally struggle in these areas. The 21st CCLC/ACE Program will provide these research based practices with the goal of focusing on students with educational barriers identified by teachers as needing positive behavioral support for academic success. Gardening is an experiential outdoor enrichment program that provides opportunities for children to get outside and apply essential knowledge learned in science, math, and language arts within an outdoor classroom setting. Using an evidence-based curriculum, the drumming program allows students to use hand drums that helps students to establish and build positive relationships in an innovative, engaging and memorable way. Research indicates that the program can lead to better self-esteem, sense of belonging, cooperation and emotional stability. It also supports decreased behavioral incidents, stress and anxiety which leads to better academic success. This program was implemented at one of the campuses for one year and there was a 50% reduction in disciplinary reports during the time the participating students were involved in the group.

Yoga provides opportunities for movement in a way that can be easily implemented in the classroom and even integrated with academic curricula. It was developed for classroom use by a school counselor who observed her students' varied needs for movement, mindfulness, and social-emotional learning." This program provides educates and supports students to understand how to create a body/brain that is ready for learning. Research on school-based yoga interventions has increased rapidly through recent years. As a whole, these studies suggest that school-based yoga may have a number of positive effects on outcomes such as student mental health, behavior, and performance. Yoga Calm does this by integrating physical yoga with mindfulness practices and social emotional learning activities, effectively addressing the needs of the whole child.

Years of research show that arts education is closely linked to academic achievement, social and emotional development, civic engagement, and equitable opportunity. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. A certified Fine Arts teacher will provide enrichment activities in drama, poetry, dramatic reading and puppetry.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Community Learning Center activities will be based around the Texas ACE Four Component Activity Guide. Each activity will fall into one of the four components. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data. Carthage ISD has been providing professional development for teachers in district to prepare them for academic success and STAAR, and these resources will be extended to and leveraged in each Center. Center personnel will review student performance data and design project-based activities to address standards of greatest need.

Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills in context. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest. AYEP has experience developing and implementing after school programs and has seen success in previous implementation. AYEP believes that social development is strongly correlated with academic achievement. The Life Lab program which will include gardening, drumming, yoga and mentoring will provide opportunities for students and their families.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, financial literacy, English language learners, computer literacy, and workforce and college awareness. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. The Afterschool Youth Enrichment Program will provide students with access to college and career counselors as well as expose students to a college-going culture.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Afterschool Youth Enrichment Program seeks to develop an array of informational materials designed to meet the diverse needs of the communities in which the Community Learning Centers operate. The communities are made up of individuals with varying levels of educational backgrounds and language preference. In order to communicate effectively to all stakeholders, the program develops informational materials targeting different groups. Each center will create a webpage on the district's site to advertise the program and provide updates on course offerings and upcoming events.

The Afterschool Youth Enrichment Program currently employs staff members who are fluent speakers and writers of Spanish. The bulk of the disseminated information is available in both English and Spanish. The Center will develop a Spanish version of the Community Learning Center Blog at those sites with a high percentage of Spanish speaking community members. Materials from these sites will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. Afterschool Youth Enrichment Program will disseminate this information through a variety of channels, including printed materials, electronic materials (websites, blogs and email distribution lists) and the local media. The Family Engagement Specialist will also host meetings at the school and at local community organization locations to help disseminate information and garner support and participation.

In order to begin laying the foundation for sustainability, the Afterschool Youth Enrichment Program will develop informational materials to include more technical data. These materials will be used to communicate with the affluent members of the community who will ultimately be approached to help financially support the Center activities. The Afterschool Youth Enrichment Program will communicate through the Community Advisory Committee who will be asked to connect the mission of our program with community members for their support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Carthage ISD will take on the responsibility of safely transporting students from the feeder school to the designated host site/center and back to feeder school or home. During summer camps, the Afterschool Youth Enrichment Program will utilize 21st CCLC funds to provide transportation to students involved in Center activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In accordance with best practice research on out-of-school time, we will encourage the use of volunteers to connect students to adult mentors who serve as positive role models and will provide additional guidance, support and involvement. We will use volunteers from our local community college occupational therapy program to serve as volunteers with our LifeLab gardening, drumming, and yoga enrichment programs. We will also encourage volunteers from a local community mentoring program to provide students in the program with one-on-one adult mentors.

To ensure the safety of our students in the program and in accordance with the Texas statute, all volunteers who participate in the program will undergo fingerprinting and a criminal background check. AYP will follow the district's policy regarding screening and placement of volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Commitment of sustainability of the program by CISD Board of Trustees was initially grounded when it offered an existing facility for program usage. The Board of Trustees in good faith awarded \$14,000 to begin implementation of the community learning center. This funding is expected to be sustained annually designated for supplies and materials. The district will also maintain the facilities and continue to supply overhead expenses at no charge to the program.

The Afterschool Youth Enrichment Program (AYEP) will identify a wide range of resources to sustain the community learning center, after funding under the 21st CCLC/Texas ACE program ends. The Project Director, Site Director and Board Members and the *Neighborhood Partners for Kids* community advisory council will assume responsibility for developing a plan that will maximize all available resources and sources of supports. We will secure In-kind supports in the form of donated goods and/or services, and partnerships with civic organizations or private businesses.

A first year duty of the Program Director will be to investigate other financial opportunities in the way of grants and fund-raising activities. The Family Engagement Specialist will be given the task of enhancing the current volunteer program to allow for more community involvement and student support. Commitment of campus administrators will give teacher support for the program. Community awareness will activate more involvement in the program leading to program sustainability. Parent engagement and support of the program will also greatly enhance our sustainability efforts.

Fiscal mapping strategies will be implored to enable the program to identify what resources are currently available to support our work and provide an understanding of what funding is available that could potentially be redirected to support our efforts. We will identify gaps in funding and figure out how resources can be more effectively coordinated, maximized or secured. The fiscal mapping strategy will also help the program to identify what partners need to be engaged to ensure our program's sustainability beyond the terms of the grant.

Participating Organizations will include: Carthage Independent School District Superintendents, administrators, teacher, Panola College, City of Carthage Mayor, City Manager and other local government officials, Panola County Judges and elected officials, Carthage ISD Education Foundation, United Fund of Panola County, Carthage Retired Teachers Association, Carthage Book Club, Parent Teacher Organization representatives, local churches, local businesses, Department of Children and Family Services representatives, Panola County Juvenile Probation, Kiwanis, Rotary Club, Lion's Club, Chamber of Commerce Ambassadors, local citizens and parents/grandparents/families of participating students.

This approach will focus the entire educational community around a common agenda – student achievement, a common set of goals, outcomes and success indicators, including kindergarten readiness, fourth-grade reading and math scores, graduation rates and career readiness/college completion. This collaborative effort allows cross-section alignment of resources, including programs and services that support students and families. Using results to strengthen services for families and children, we will continuously analyze and share data to track progress. A continuous quality improvement process will be used to coordinate practices, direct resources and improve outcomes.

Current sustainability partners include Carthage ISD and local government at the city and county level.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Director and Site Coordinator will work closely with CISD Administration to identify and secure any federal and state funding sources available to the program (i.e. Title I funding, etc.). The Project Director and Site Coordinator will work closely with local stakeholders, as previously identified in the plan for sustainability, to secure additional funding sources outside of funds the Afterschool Youth Enrichment Program may already receive (local city and county government, civic organizations, local businesses, CISD Education Foundation, private and corporate foundations, United Fund of Panola County, etc.).

The Project Director and Site Coordinator will work closely with campuses that have Communities in Schools to ensure that students with the most critical needs are being served through the ACE program.

The Project Director will access student demographics and student data through district software programs.

Connecting our families to a Family Engagement Specialist would further enhance the positive outcomes for both the students and their families participating in the program through connecting families with additional support and resources available in the community.

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Schedule #17—Responses to TEA Program Requirements						
County-district number or vendor ID: 46-0687387				Amendment # (for amendments only):		
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.						
Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Afterschool Youth Enrichment Program 521 N. Davis St., Carthage, TX 75633		<input checked="" type="checkbox"/> X 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> X K-2 <input checked="" type="checkbox"/> X 3-4 <input checked="" type="checkbox"/> X 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	183902103				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	25		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	Carthage Primary	Libby Elementary	Baker Koonce Intermediate		
9-digit campus ID number	183902104	183902103	183902101			
Estimated transportation time	< 10 minutes	<10 minutes	<15 minutes			
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					

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N/A

9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 46-0687387				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
Estimated transportation time					

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	9-digit campus ID number	N/A	
	Estimated transportation time		
Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 46-0687387		Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply): <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
			Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:		
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name		
	9-digit campus ID number		
Center 8	Name and physical address of center site:		The campus is (check all that apply): <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
			Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:		
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name		
	9-digit campus ID number		
Center 9	Name and physical address of center site:		The campus is (check all that apply): <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
			Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	9-digit campus ID number:		
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name		
	9-digit campus ID number		

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9-digit campus ID number		N/A	
Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 46-0687387		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	Cost per student \$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
Campus name:			
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To manage the grant, AYEP will employ a full-time Project Director and a full-time Site Coordinator. The Site Coordinator will be responsible for hiring part-time teachers to start as needed. The Project Director will be responsible for the overall management, using the checklist of management tasks from the Texas ACE Blueprint and utilizing the ACE technical assistance. The Project Director will hold initial staff trainings that will include ACE tools, data entry, record management, payroll, budget and purchasing procedures. The Project Director will finalize the Project Plan and oversee Center Plans for the program. The Project Director will visit the site weekly to perform observations and discuss with the Site Coordinator and/or Campus Leader concerns, ideas and opportunities. They will meet monthly with central administration to discuss challenges that need to be addressed at a level higher than campus administration.

The Project Director, Family Engagement Specialist and Site Coordinator will meet weekly to discuss enrollment, performance goals, current issues, and upcoming activities. An agenda will be provided by the Director to guide the meeting. Minutes will be taken, transcribed, and disseminated each week. Enrollment and Attendance updates will be provided to Site Coordinators to ensure goals are met.

The Project Director will review data from Tx21st on a weekly basis, and confer with the Site Coordinator at weekly grant implementation meetings.

The Project Director and Site Coordinator will monitor staff development. Staff development decisions will be based on data from observations, campus staff and administration, and student and parent survey data. A record of employees' professional development is maintained by the Project Director. We will attend the state conference and regional trainings. Afterschool Youth Enrichment Program ACE staff will read and discuss current educational literature. Interns and teachers for the program will attend monthly updates on STEM, Project Based Learning, Classroom Management and other relevant topics, in addition to weekly campus team updates.

In the finance division, the budget director will set up the grant budget per the NOGA and AYEP accountant will monitor the use of funds and expenditures. Other staff in the Finance Division will coordinate payroll and fringe benefits, purchasing, and other business matters.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 46-0687387

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

AYEP intends to engage an independent evaluator to conduct an evaluation of the ACE Program. The evaluator will review all grant documents, TEA's format for the evaluation report, and the ACE Blueprint appendix on evaluation. The evaluator will coordinate the collection of and monitor the quality and completeness of the required and optional data, analyze all data and internal monitoring, review evaluation progress with staff and assist in preparing the Final Yearly Report.

The Project Director and Site Coordinator will collect program-level quantitative data for the external evaluator. Data will be analyzed for changes from fall to spring for Core GPA change, number of activities offered at each site, student enrollment and attendance at each site, as well as non-criminal referrals and days absent. The Project Director will provide the evaluator with TX 21st summary data.

Programmatic data will be kept by the Site Coordinators including number and participation of staff trainings and staff meetings. Additionally, parent meetings and events, as well as partnerships and other funding sources will be collected and transferred to the evaluator.

Qualitative data (including site visits and interviews of the Project Director(s) and Site Coordinators) will be taken directly by the external evaluator. Site visits will be conducted twice during the year (once during the fall semester and once during the spring). During each site visit, the evaluator will assess staffing information, partnerships and other funding sources. Interviews with the Project Director and Site Coordinators will be conducted during the spring site visit.

A final report for the project will be written in June and presented to the Project Director in early July. In the report, the evaluator will use the tools provided to produce an honest assessment of the program. This report will also be submitted electronically to TEA by July 31st. Formative findings will be shared with Project Director and Site Coordinators. Recommendations will be made at both the programmatic and site level so that activities, recruitment and enrollment measures can be modified if the center is not on track to meet its target for regular students served.

Site summative evaluations will be on file at each site for parental and community review.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 46-0687387		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 46-0687387

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 46-0687387

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 46-0687387

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 46-0687387

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 46-0687387

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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